

# Reviews

***Teacher Quality, Professional Learning and Policy: Recognising, Rewarding and Developing Teacher Expertise.* Christine Forde and Margery McMahon. London, England: Palgrave Macmillan, 2019. v + 285 pp.**

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In *Teacher Quality, Professional Learning and Policy*, Christine Forde and Margery McMahon discuss various factors that affect teachers and their development. The authors' particular interest lies in teacher expertise, which in their definition has a positive impact on students' learning. Previous literature has focused on this topic of expertise by using such terms as "expert teachers" (e.g., Tsui, 2003) and "expertise in teaching" (e.g., Richards, 2010). In these cases, expertise is typically viewed as a unique characteristic that only a select group of teachers can possess and demonstrate in their practice. However, Forde and McMahon emphasize that studying expertise should ultimately help a critical mass of teachers improve their teaching practice. Starting from this premise that expertise should benefit the many rather than the few, the authors describe issues and factors that influence teachers, their teaching, and professional development.

Forde and McMahon first provide an overview of teacher expertise. This background includes descriptions of teacher policy around the world, with a particular focus on the United Kingdom (Chapter 1). They then introduce existing literature on expertise, including which elements researchers have examined and the key concepts related to expertise (Chapter 2). Previous researchers have explored expertise by focusing on multiple perspectives, such as the developmental stages of practitioners, their cognitive processing, and their characteristics as demonstrated in longitudinal case studies (Bullough & Baughman, 1995; Tsui, 2003). Key concepts related to expertise

include reflective practice, a process in which professionals continue to look back on their work to refine and improve their practice. In addition, the authors explain the situated nature of expertise, which concerns domain- and context-specific aspects of expertise. That is, expertise consists of multiple knowledge bases, including about the subject, pedagogy, and learners in the specific contexts in which teachers teach.

In Chapter 3, the authors propose that expertise is influenced by teachers' perceptions of what it means to be a teacher and how teachers view the teaching profession. Related to these issues, the authors address the importance of the balance between autonomy and regulation set by educational systems and their related policies. Although autonomy is an integral factor of expertise, the authors warn that it can also lead to teacher isolation and limit collaboration among teachers.

*JALT Journal* readers looking for immediate takeaways can particularly benefit from the next three chapters (Chapters 4–6) as they contain relevant and practical issues for many teachers. Forde and McMahon start Chapter 4 with the description that teachers' careers are different from other professions because teachers are often presented with two main paths as they progress in their careers; those are to be promoted to a management position or to stay as a classroom teacher, with the latter being the path that the majority of teachers take for both personal and contextual reasons. The authors call the nature of teachers' careers "flat" by referring to Lortie (2002), who in his book, described in detail how teachers' career lines and salaries often reach a plateau. Based on this flat career phenomenon, Forde and McMahon highlight that it is essential that teachers perceive their choice to remain in the classroom to be a positive one.

The latter part of Chapter 4 focuses on internal and external factors that affect teachers' perceptions of their classroom-focused career. External factors are comprised of working conditions such as the curriculum, working hours, and salaries. Internal factors include individual teachers' attitudes, which are related to how teachers feel about their sense of growth, value, and connection to students. The authors explain that teachers should be given opportunities for professional learning so they can feel a sense of development throughout their careers. Furthermore, it is important "to reconstruct the role of the classroom teacher so that they have access to different experiences, responsibilities and opportunities across the wider school" (p. 104). The authors emphasize the necessity for schools to continue to provide teachers with new and valuable experiences so that they can regard their decision to remain in the classroom positively.

In Chapter 5, the authors take up the relationship between teacher evaluation and teacher expertise. Two essential aspects of teacher evaluation are introduced. One is the definition of teacher quality, and the other is the usefulness of feedback. Defining teacher quality is crucial, but challenging because one is faced with the question of what it means to be a teacher and how one views teacher professionalism. Furthermore, the authors describe numerous factors that affect this process. For example, those who evaluate teachers might feel reluctant to provide honest feedback because some teachers may perceive it as a personal attack. In addition, teachers might reject the feedback because they do not believe in working closely with those who evaluate them or do not find the feedback useful at all. Finally, the authors provide implications concerning effective teacher feedback. This includes making sure all stakeholders understand the purpose of teacher evaluations. Additionally, both supervisors and teachers should be involved in creating the design of the evaluation based on a shared understanding of desirable teaching performance. The important message in this chapter is to understand the complexity involved in the process of teacher evaluation.

Chapter 6 is about how to effectively facilitate teacher development, a central aspect of teacher expertise. The authors emphasize that professional learning should not be approached from the top down, which does not consider “the deeply contextualized nature of professional practice nor the complex process through which teachers reshape their practice” (p. 141). Instead, they argue, teachers should tackle their own challenges to improve their teaching practice at the individual level because changing teaching practice requires teachers to reconceptualize their own identities. Accordingly, the authors explain that successful experienced teachers have the ability to continue to change and reconstruct their identity by seeking feedback from their colleagues. In fact, the authors point out the importance of a social approach in professional development. They suggest that it is insufficient for teachers to share their ideas with colleagues, but also that they need “to make public their assumptions about teaching and learning that underpins [*sic*] their practice” (p. 162). Similar to teacher evaluation, it is necessary to understand that professional development is an intricate and critical process for those who facilitate and experience it.

Finally, when considering the interests of many *JALT Journal* readers, one of the drawbacks of this book is the limited contexts that the authors look at. The book mainly focuses on issues that affect K-12 teachers around the world, especially in the United Kingdom. Furthermore, the authors do not include any discussion of the issues in relation to ESL or EFL teaching

contexts. Therefore, without reading between the lines, some of the aspects that the authors explore in depth may seem less relevant to some readers.

This book does, however, provide universal insight into teacher quality, evaluation, and expertise, all of which are significant issues for L2 teachers regardless of the educational context in which they might be working. Thus, I highly recommend this reading, particularly to those whose responsibilities include training, evaluating, and guiding professional development for teachers at their institution. The book provides several insights into the fundamental principles behind these important aspects of teaching.

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***Professional Development of English Language Teachers in Asia: Lessons From Japan and Vietnam.* Kayoko Hashimoto and Van-Trao Nguyen (Eds). Abingdon, England: Routledge, 2018. e-book**

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Those of us working in Japan, and it seems in the wider Asian region too, are used to regular curriculum reform programs being issued from the central government. These grand plans often deliver less than they promise. In the introduction to this book, Kayoko Hashimoto notes that it is teachers who are

often saddled with the blame for such poor results. As a result, professional development sits uncomfortably in an area that is part teacher support and part teacher control. The term *professional development* implies some level of fulfillment of teachers' needs for growth as professional educators, and it is evident that this model underlies, to varying degrees, activities at the chalkface in the ASEAN countries surveyed. However, it is equally clear, particularly in the main chapters covering Japan, and to a lesser extent Vietnam, that support for teachers is often limited, either by lack of funding or lack of understanding of what is needed. Furthermore, the management of teachers, and to some extent perception management, is evidently a major motivation on the part of education authorities.

Hashimoto, in the introduction, refers to seven aspects of successful professional development from Walter and Briggs (2012) but laments that recognition of these aspects varies widely according to local contexts. In Chapter 3, she critiques in more detail the close connection between the teacher license renewal program and professional development initiatives in Japan, and the resulting tension between individual empowerment and central government control. It is not only that funding is woefully inadequate for the highly ambitious stated goals of the current reform plan, but that the plan itself is fundamentally flawed. On the one hand, the delegation of English teaching in primary schools to unqualified homeroom teachers is not only poor management, but also grossly unfair to the teachers themselves; on the other hand, the native-speakerism that underlies the theory of language learning on which the reforms are based is simply contrary to current thought almost everywhere else in the world (p. 41).

There are three more chapters on the Japanese situation, looking at this problem from various perspectives. Kiyoshi Naka, discussing preservice teacher training in Chapter 6, looks at the issue of how language is perceived by preservice teachers and makes the point that it is with these teachers-to-be that the future rests: They need to be able to think critically, not just about the mechanics of teaching methods, but also about what language is and what it means to be a user of another language. Their world view is the one that will dictate how language education proceeds in the future and how their future students in turn come to think of language. Two more chapters, one by Gregory Paul Glasgow (Chapter 4) and one by Glasgow and Chris Carl Hale (Chapter 5) reinforce this general picture. Chapter 4 focuses on the frustrations teachers encounter in implementing the recent "English in English" policy and the author proposes that there is an urgent need for a well-resourced, locally-based professional development program that al-

lows teachers to come up with collaborative solutions to the problems posed by the policy. Chapter 5 gives an account of an initiative that demonstrates just how such professional development can be done well if it is based on real teacher needs.

The four chapters on Vietnam, while making some of the same points about the problems of centralisation and the lack of sufficient funding, paint a somewhat brighter picture. English has a short history as the main foreign language in Vietnam, dating only back to the 1990s, when the Doi Moi reforms led to Russian being gradually abandoned in favor of English. Nevertheless, in Chapter 7, Van-Trao Nguyen shows how Vietnam's Ministry of Education and Training *Project 2020* has admirable goals, combining teachers' individual growth with accountability, including the recognition of teachers as active learners. In fact, action research is a compulsory component of the project, and Le Van Canh, in the following chapter, gives a balanced account of how action research training benefits teachers and institutions, despite relying on substantial support both in funding and in effort to build research cultures. Nhat Thi Hong Nguyen, in Chapter 9, presents a similarly balanced account of a professional development initiative in computer-assisted language learning, another key component of *Project 2020*. Here too, the empowering of teachers through increased enthusiasm and confidence is tempered by the need for support in, for example, gaining time for developing materials as well as funding for both facilities and continued training. Finally, Chapter 10, by Khoi Mai Ngoc, illustrates language learning communities, groups of teachers who work together on a regular basis, as far as possible using English, to "learn via collaboration, dialogue, reflection, inquiry, and leadership" (p. 152). These language learning communities address what may be the most important need: opportunities for teachers to improve and maintain their own English abilities. Ngoc points out that one-off courses are simply insufficient for bringing about meaningful change, and that language learning communities address English language abilities at the same time as they address other professional development goals.

To set all this in context, in Chapter 2, Van-Trao Nguyen and Ngoc give a much-needed overview of the state of play with regard to professional development in the ASEAN region. They make it clear that while the entire region is faced with similar problems of maintaining standards nationally (the control function) and fostering the individual development of teachers individually (the support function), there are significant differences in contexts. Singapore, Malaysia, Brunei, and the Philippines have the obvious

advantage of having long-standing English medium education practices for all or most subjects. To some extent Indonesia also has advantages as a multicultural country. Starting from a higher baseline than other parts of the region, this is perhaps part of the reason why all of these countries have sophisticated and effective curriculum and professional development policies. Conversely, Thailand, Laos, Cambodia, Myanmar, and Vietnam are hampered to a large extent by budgetary constraints and a lower starting proficiency level among the general populace. They are, nevertheless, making great strides to catch up, especially in the cases of Thailand and Vietnam. One thing that this chapter makes clear is that simply belonging to this supranational association has had an energizing effect, enhanced by the recent strengthening of regional integration through the ASEAN Economic Community and its adoption of English as the official working language. This adoption of English has resulted in a powerful motivation for students throughout the region to learn English to a high level: Those who do so are rewarded with the opportunity to seek professional advancement across the entire region. Perhaps this is Japan's main obstacle. Not having any such close ties to regional neighbours, it is easy for young Japanese people to continue thinking of themselves as being apart from, rather than integral to, a cross-national community.

This volume is a welcome look at two countries with quite different histories of English language learning and with two different approaches, albeit there are similarities brought out by the contributors. As a concept, it certainly makes sense to focus on these two contexts, and the editors have done an excellent job of commissioning chapters that together provide a thought-provoking and comprehensive picture of where things stand today. However, it may leave the reader with a thirst to know more about how other countries in the region are dealing with similar problems. Chapter 2 suggests that there are many initiatives in the ASEAN region that might well be worth considering by administrators in both Japan and Vietnam. There are also two areas conspicuous in their absence, China and Korea, which may have more similarities with Japan than with the ASEAN region. It would have been interesting to have had a brief overview of the state of play there, to give an even broader context. Nevertheless, these quibbles aside, this volume is a must-read for anyone with an interest in English education in this region.

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***Teaching English at Japanese Universities: A New Handbook.***  
**Paul Wadden and Chris Carl Hale (Eds.). Abingdon, England:**  
**Routledge, 2019. xxiv + 226 pp.**

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At first glance, Paul Wadden and Chris Carl Hale seem to be following what Hollywood has been doing, that is just remaking old classics (see Wadden, 1993). *Teaching English at Japanese Universities: A New Handbook*, however, is much more than a revision of an old classic. This anthology is a collection of 23 chapters (seven more than Wadden's original) by 33 professors and administrators with nearly half a millennium of experience among them.

There are a plethora of language study materials available for Japanese students, but there are very few guidebooks meant to aid language educators in Japan by serving as authoritative, concise, and comprehensive resources. Whereas many other publications present language education theory and lesson ideas for specific learning stages or age groups, the aim of this book is to inform and train professional educators and acclimate them to the current teaching environment in Japan's higher education system. The authors assembled by Wadden and Hale accomplish this by guiding readers through a range of topics, such as the prehire networking process, by introducing them to classroom activities that meet the specific language learning needs of university students and by offering suggestions for how to approach cross-cultural interactions with colleagues.

*A New Handbook* retains the same four-part structure as the original, with "The Setting," "The Courses," "The Classroom," and "The Workplace" as the

themes. Readers do not have to go through the chapters sequentially, but instead, they can select only the chapters that suit their needs.

Part 1 contains four chapters covering external factors affecting higher education (e.g., Japan's declining birth rate, declining enrollments, and university closures) that anyone considering entering the system or thinking of switching institutions must bear in mind. Part 1 also has advice for readers about how to become a viable candidate for hire and secure a position, and it includes a list of professional organizations for networking (Appendix 1). For those who cannot find full-time employment at a single university, Chrystabel Butler explains the pros and cons of being a *ronin* teacher (i.e., someone who has pieced together part-time positions at multiple institutions in order to make a living). Part 1 concludes with some examples of how university administrations operate, which can often cause misunderstandings or outright frustration for newcomers when trying to settle and build a career. Part 1 also serves as a helpful reference for key Japanese terms used in job postings and contracts—lists of which are also found in the Appendices.

Whereas Part 1 deals with the broader workplace climate of higher education, the authors in Part 2 drill down to what universities expect from professors. Titled "The Courses," Part 2 comprises the bulk of the book. In its nine chapters, readers will notice the biggest changes in English education since Wadden's 1993 version. Part 2 covers the variety of classes one is expected to teach and provides example activities tailored to each type of class. The authors also provide detailed examples of modern technology-related resources now available to language teachers. Part 2 also includes some of the most current language teaching practices that are becoming more commonly used in modern EFL classrooms in Japan.

As for teaching practices that the book highlights, English education is becoming more progressive and skill-specific compared to the 1990s. The progressive approach of active learning is a reoccurring topic in Part 2, but is addressed specifically in "Tearing Down the Wall of Silence" by John Wiltshier and Marc Helgesen. Another example of a teaching development in Japan is the shift from all-purpose *daigaku eigo* [*college English*] classes to classes focusing on specific skills such as listening, reading, writing, vocabulary, or presentations. Chapters dedicated to each of these skills are available, so teachers moving from *eikaiwa* [*conversational English*] or ALT backgrounds will no doubt find these chapters helpful, with activities that may be implemented immediately such as Quiz Master and Think-Heads Together.

Another theme of Part 2 is the advances in technology that are creating additional resources available to teachers for developing syllabi and conducting lesson activities. Many of the vocabulary apps mentioned such as Quizlet and NAWL Builder and the extensive reading software like MReader are well-known to veterans in the field. For mid- or late-career educators who may feel somewhat intimidated yet feel the need to get acquainted with user-friendly technology, these recommendations are good places to start. For more advanced tech users, Dan Ferreira and Joachim Castellano introduce some broad concepts such as computer-assisted language learning, learning management systems, and virtual learning environments in “Using Technology”.

As Bothwell (2019) reports in the *Times Higher Education*, the percentage of foreign staff and the proportion of courses taught in a foreign language have increased on campuses throughout Japan. In other words, nontraditional language teaching practices in the form of content and language integrated learning (CLIL) and English as a medium of instruction (EMI) are becoming more common due to the Top Global University Project (MEXT, n.d.). The professors charged with these courses are not typically trained as language teachers, but rather content specialists: It is for these teachers that *A New Handbook* will offer the most value. While many contributors refer to EMI and CLIL throughout the book, Howard Brown and Annette Bradford compare them specifically in “Teaching Subject Content Through English”, thus addressing the need caused by current Japanese education policy.

Respect and rapport among students and between students and their teacher are features of any successful classroom environment. The first three chapters of Part 3, “Nails That Don’t Stick up” (Fred E. Anderson), “Creating Engagement and Motivation” (Bill Snyder), and “The Japanese Student and the University English Teacher” (Donna T. Fujimoto) outline the importance of positive interpersonal relationships in creating a learning community in the classroom. The last chapter of Part 3 deals with education-policy issues. Although policy issues certainly have an effect on classroom interpersonal dynamics, it is a chapter perhaps better suited for Part 1.

Part 4 (“The Workplace”) is also dedicated to interpersonal relationships, but between colleagues. Aside from the education trends and practices that directly affect how educators carry out their current day-to-day responsibilities, the editors would be remiss to ignore social changes that also affect professional educators. With this in mind, Part 4 begins with the chapter “He Said, She Said” where Diane Hawley Nagatomo and Melodie Cook address weighty topics such as harassment, but also more subtle

factors that tend to disadvantage professional female educators. Stress caused at home, in the workplace, and by living in a foreign country can often lead to forgetting to think of our colleagues as individuals. In “The Japanese University Teacher of English” (p. 165), Asako Takaesu and Mikiko Sudo point out the diverse backgrounds that Japanese professors teaching English have with regard to their own English language learning backgrounds and the challenges they face when dealing with the high standards of students and colleagues. The authors also point out instances when administrators (unaccustomed to communicating with non-Japanese educators) end up overburdening our Japanese colleagues with extra duties—an all too common occurrence. Echoing the previous chapter, they remind readers that one’s colleagues, whether Japanese or non-Japanese, have their own sources of stress at work that, when acknowledged, can improve collegial relations and overall workplace environment.

In summary, *Teaching English at Japanese Universities* is one of those few resources geared toward educators and toward cultivating better teaching practices, as opposed to the many books targeted at student learners. By addressing topics like EMI and CLIL, the editors are reaching out to a much broader audience than Wadden’s original book, namely professors who may not think of themselves as “teaching English.” At my university, for example, there are professors who were recruited to teach courses like Computational Mathematics, Engineering, and Earth Science in all-English settings. This resource will undoubtedly help them learn more about the wider English education environment and academic community within which they find themselves.

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***Japanese at Work: Politeness, Power, and Personae in Japanese Workplace Discourse.* Haruko Minegishi Cook and Janet S. Shibamoto-Smith (Eds.). London, England: Palgrave Macmillan, 2018. ix + 234 pp.**

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This collection of academic articles on Japanese workplace discourse might prove to be an eye-opener for any non-Japanese person who lives and works in Japan, even if they have been here for decades. *Japanese at Work* describes in detail how language is used to render specific roles and personae at work and contributes to exploring how business communication in Japanese differs from that in English by shedding light on the complexities of politeness, power, intercultural communication, and workplace socialization.

The two editors and contributors, Haruko Minegishi Cook and Janet S. Shibamoto-Smith, are renowned Japanese language and discourse analysis specialists. Together with six other contributors from the U.S. and Japan, they offer a multifaceted description of an area that, with few exceptions, had not been fully explored: naturally occurring Japanese workplace interaction. In all but one of the studies included in this book, the authors draw their conclusions from authentic audio and video material recorded at Japanese or multinational companies in Japan. If you are a non-Japanese person working in a Japanese company, your Japanese employers and colleagues may, in fact, neither treat you as an equal nor expect you to perform to the same standards as they would expect a Japanese employee. Although *JALT Journal* readers may never encounter most of the situations and workplaces described in the book, it still offers a chance to explore many aspects of intra- and intercultural business interactions, together with the varied linguistic strategies used to achieve more or less practical means and to construct public personae in the Japanese business context.

Following the overview of the book in the Introduction, Chapters 2 and 3 focus on so-called employee orientation training sessions designed to familiarize new employees with the expected standards of language, behavior, and business culture that characterize their workplace. The respective authors, Cynthia Dickel Dunn and Cook, suggest even Japanese people need to undergo specialized training to familiarize themselves with

the language and social expectations of their jobs after being hired. The sharp divide between the pre- and posthiring identities of the new employees becomes evident not only from the surveys conducted but also from the apparent struggle to conform, which some of the new hires experience. The process may vary by industry, but the contents of such training sessions appear to be largely similar, with a clear focus on language use and “proper” business behavior. Academia does not, in my experience at least, offer such training for faculty.

Unlike the rest of the collection, Chapter 4 is based on a study of two fictional TV business dramas. However, Shibamoto-Smith is still able to pinpoint obvious distinctions in how female characters are referred to compared to their male co-workers, in the language they use, and in the way they behave, all of which, while not necessarily reflecting reality, may influence it to some extent as media is a powerful tool.

Three of the chapters in this book describe interactions in cross-cultural business environments. In Chapter 5, Junko Saito presents an analysis of recorded business meetings, showing how men choose different first-person pronouns to highlight various aspects of their masculinity and how they denigrate female colleagues not present to bond with other male employees. Stephen J. Moody analyzes distinctions in language use, in this case not gender-based but rather nationality-based in Chapter 9. He focuses on terms of address in interactions between American student interns (weak status) and their Japanese colleagues or superiors (strong status). The findings suggest that, although they may be trying to conform to the perceived American standards, the Japanese workers are, in fact, treating the interns as outsiders, or even as children in some cases, when they choose not to address them in the same way as they address each other in the workplace. Humor and laughter are the topics taken up in Chapter 7 by Kazuyo Murata, who concludes that fun and laughter in Japanese corporate settings may be used to highlight rank and power. This is contrasted with New Zealand or the U.S.A., where humor is more collaborative and meant to be funny or defuse tense situations. In the Japanese workplace, humor and laughter are mostly initiated by whoever has more power in a given case and are not necessarily intended to indicate that something is funny, which may lead to misunderstandings in intercultural contexts.

The remaining two chapters deal with the use of dialect versus standard Japanese and polite versus plain forms during meetings (Andrew Barke, Chapter 6) and with the use of directives in secondary school faculty meetings (Naomi Geyer, Chapter 8). The results show that dialect is not

employed in the opening and closing sections of meetings, which are highly formal, but it does appear in all other parts of meetings to emphasize the personal nature of a topic, lighten the atmosphere, or show solidarity. As for the form of directives, the ubiquitous *-te kudasai* is used in already agreed upon requests as is the form *-to iu koto de*, while donatory verbs (e.g., *kureru*, *morau*) mitigate more imposing demands.

Under economic circumstances that seem to require the acquisition of more and more foreign labor and considering new government policy that was introduced to address this issue (Hamaguchi, 2019), understanding the peculiarities of the Japanese business environment from a wide variety of perspectives is essential. As such, it can be said that the biggest strength of this book is its considerable contribution to unraveling the mysteries of language use, behavior, and identity construction in Japanese corporate workplaces. A recent 2019 Persol Research Institute survey found that Japanese managers feel significant stress from working with foreign subordinates, with one of the major quoted stress factors being the fact that foreign people do not understand Japanese common sense. The various chapters in this volume could provide helpful hints for both international employees and their Japanese employers as they shed light on both differences and similarities between cultures and expectations in the workplace.

The book is not prescriptive in any way or form. However, many of the findings here could also benefit people like me who have no official training or business connections but have experienced formal meetings, negotiations, and maybe even conflicts in Japanese workplaces first-hand, with no idea of what the socially appropriate behavior or response was. While discourse analysis, linguistics, and sociopragmatics scholars will definitely take an interest in the new ideas brought forth by this book, people interested in Japan and Japanese culture, foreign people already living here, or those planning to work in Japan will also find it fascinating.

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***Speaking Up: Understanding Language and Gender.* Allyson Jule. Blue Ridge Summit, PA: Multilingual Matters, 2018. x + 127 pp.**

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Allyson Jule, the author of *Speaking Up: Understanding Language and Gender*, is Co-Director of the Gender Studies Institution and Professor at Trinity Western University. At only 127 pages, *Speaking Up* is a brief introduction to the growing research into the concepts of language and gender. Consisting of eight chapters, the book is divided into two parts: “Understanding Gender and Language Use” and “Understanding Gender and Language Use in the World.” The first part presents a beginner’s guide to the powers and limitations of language use and gendered expectations. The second part addresses language and gender in relation to media, education, the workplace, religious sectors, and relationships. Each chapter closes with a summary of the key information covered. An informative glossary precedes an impressive reference list for those keen to study more extensively in this field.

The beginning chapter “Basics,” provides foundations in terminology and concepts that surround gender and gender roles and beliefs: liberal, social, and radical feminism; intersectionality; patriarchy; misogyny; sex and gender differences; and LGBTQ+ are all addressed. An overview of historical shifts in feminism, comments on notable feminists, and a discussion on the influence of globalism and neoliberalism provide sufficient background for the reader, be it someone new to the field or someone with a background in language and gender.

In Chapter 2 “Language as Gendered,” Jule posits that though language is often considered passive and neutral, it is not value-free and can be used as a tool of oppression. Language is a reflection of society; thus, it is often gendered in its use. The author points to Robin Lakoff’s research regarding hedging, rising intonation, indirect commands, politeness, and vocal fry often being viewed as female features that consequently can be used to demonstrate subordination to a power figure, but also to show membership to a certain group. The necessity of further research into relationships between class, power, and language is highlighted, pinpointing social constructionism and

how positions in society “are fluid, negotiable, and constantly changing” (p. 28). In addition, Jule looks briefly at critical discourse analysis and gendered discourse by underlining the power and gendered expectations found in interactions.

Part 2 opens with “Gender and Language Use in the Media and Technology” (Chapter 3), in which Jule notes that media has come under scrutiny within feminist research. Advertising that portrays sexuality, sexualization, and hypermasculinity and femininity are at an all-time high. While heteronormative trends are decreasing in correlation with improving LGBTQ+ awareness, there is no denying that companies use gendered identities to sell products. These identities have evolved from stereotypical housewife-type roles to more self-reliant “girl power” images for women, and an increasing inclusion of sensitive and vulnerable portrayals of men. These evolutions notwithstanding, the persistence of female “talk time,” unattainable standards of female beauty, consumer branding based on sex, and misogynistic abuse and harassment within social media and gaming are all highlighted. Jule acknowledges that while men are objectified by the media, misogyny is deeply embedded, with women more often manipulated and the ramifications much more destructive.

Malala Yousafzai’s “We Cannot All Succeed When Half of Us Are Held Back” aptly begins Chapter 4. The focus in “Gender and Language Use in Education” is on educational institutions and their gender inequalities concerning learning styles, strategies, and results. Gendered interactions, expectations, and reinforcement of behaviours further the continuance of social reproduction; boys are encouraged to speak up, take risks, and become leaders, whilst girls are taught to be quiet, passive, and supportive. In lower level institutions, male student aggression towards female students and educators highlights patriarchal power structures learned from an early age. In postsecondary institutions, sexual violence on campuses paired with a lack of support for victims illuminates grave inadequacies in addressing gendered marginalization issues. Discussion on female silence as a participation strategy proves thought-provoking when considering declining birth and marriage rates as one specific way Japanese women are silently protesting their treatment in society (Rich, 2019).

Chapter 5 “Gender and Language Use in the Workplace,” provides a description of how men and women frame themselves based on societal gendered norms and their associated “appropriate” behaviour. Interestingly, rather than focus on what those gendered norms are, the spotlight in this chapter is on generalized leadership styles of women deemed successful

in the workforce, citing characteristics associated with “masculine and feminine speech that is both simultaneously assertive and supportive” (p. 69). Despite these examples of successful women, the glass ceiling is still very real. Women are making strides but, regardless of education levels and equity laws, real visible power in the workforce is still beyond reach. This is repeatedly reflected in the number of women in management positions, and a similar situation can be seen closer to home when looking at tenure rates for female professors in Japan; in 2015, only 23 percent of all tenured university researchers and educators were female (Nagatomo, 2016).

In Chapter 6 “Gender and Language Use in Religion,” Jule explains how Judaic, Christian, and Islamic religious beliefs influence gender and language. She discusses both right-wing Christian evangelicalism and radical Islam as influencers on gender and language, observing that “many religious people discard feminism . . . Likewise, many feminists discard religion . . . because of the deep patriarchy at the core of religious dogma” (p. 79). Jule notes that the Torah, the Bible, and the Qur’an were all allegedly written by men, with communities often justifying misogyny based on these writings. The belief that all-powerful deities are male is mirrored in leadership roles and power structures within most organized religions, with women often providing supportive, silent roles. “Gender and Language Use in Relationships,” the penultimate chapter, distinguishes institutional talk from social talk, illustrating the ways in which language and gender are used in social relationships. The author looks at how men and women conduct conversations, maintain authority, and foster relationships using language as a tool. Women tend to use language that shows focus, closeness, and support in order to maintain strong social bonds and demonstrate affection. Men, conversely, generalize, positioning themselves as less engaged and more independent when it comes to gendered stereotypes of family roles. They show affection through physically doing things they perceive as helping the other.

In the final chapter “An Anti-Conclusion,” Jule rightly states that the issues surrounding language and gender will be infinitely transient. Environments, social conditioning, and social factors are ever-evolving. Although there are gendered language patterns, it is a complex matter that cannot be succinctly divided and agreed upon with ease. Jule concludes by observing that victims of domestic violence and sexual harassment are most often women, who are socialized to be dependent, whereas men are conditioned as leaders and power holders. The hope is that increased awareness of the impact of language use will expand our understanding of human relationships and possibilities for all.

This book should be included on reading lists for anyone interested in gender, language, and classroom or workspace dynamics. The first two chapters contain accessible language to introduce gender studies, feminism, and gender and language connectivity. The second section clearly deals with various gendered spheres familiar to all, encouraging readers to consider their own relationship with language. The glossary is a reader-friendly bonus, either offering support to those with a limited background in the field or serving as a refresher on the terminology to others.

My only real criticism is that, as Jule directly comments on throughout, this topic is fluid and ever-changing. The focus on and interchanging of male/female and man/woman and the omission of nonbinary discussion could be viewed as outdated due to the growing acceptance of gender as a spectrum. For those who neither identify as, nor limit themselves to, binary norms, further discussion of language and gender intersectionality would strengthen the understanding of gendered roles, expectations, and language.

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***L2 Selves and Motivations in Asian Contexts*. Matthew T. Apple, Dexter Da Silva, and Terry Fellner (Eds.). Bristol, England: Multilingual Matters, 2017. xi + 242 pp.**

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Over the last decade, the relationship between motivation and L2 learning has been at the forefront of research and practice in the field of SLA. This is largely due to the forces of globalization placing unprecedented demands on countries to promote the learning of English, while concomitantly

practitioners have been raising concerns over the apparent lack of L2 learner motivation, particularly in Asian contexts. *L2 Selves and Motivations in Asian Contexts* is an edited collection of 13 chapters that aims to bring together a wealth of theoretical and practical knowledge in the field of L2 motivation from an Asian perspective. This collection broadens the scope of research brought together previously by the same editors (2013) concerning the Japanese context and questions whether it is indeed appropriate and even legitimate to consider L2 motivation in a geographically generic Asian context.

In Chapter 1, the editors set the scene for the collection of works in this volume by providing the reader with a theoretical background to L2 motivation and its relationship to the L2 self. This introductory chapter also presents the editors' holistic vision for understanding L2 motivation from an individual-learner-in-context approach rather than from any single theory or research method. Next (Chapter 2), Peter Gobel, Siew Ming Thang, and Setsuko Mori revisit studies and theories of attribution that are based on Western research, in which individual learner attributes have been shown to dominate and which may not be relevant to the interdependent group-focused Asian learner. Chapter 3 continues with the theme of the importance of societal factors in determining an individual learner's L2 motivation. In this chapter, Tae-Young Kim explores the interaction between complex dynamic systems theory and sociocultural theory, and in particular, the role that societal pressure and the parent play in a child's learning. In Chapter 4, I-Ling Chen and Hung-Tzu Huang utilize the L2 motivational self system (Dörnyei & Ushioda, 2009) to investigate the L2 selves of junior high school Taiwanese students and explore whether the ideal L2 self is as significant a factor for L2 motivation as it is in Western contexts. In Chapter 5, Szu-An Chen also explores motivation in the Taiwanese secondary school context and utilizes interview studies to qualitatively investigate the dynamic nature of students' L2 motivation with particular attention being paid to the dominant role of the teacher and how they can encourage new ways of cognition among their students. In Chapter 6, Marcos Y. Lopez and Richard D.L.C. Gonzales are also concerned with the roles that cognition and especially critical thinking (CT) play in foreign language learning (FLL). Their complex quantitative study regarding the relationship between FLL motivation and CT motivation among Filipino learners also looks at the role that gender plays.

From here the book shifts slightly with Michiko Ueki and Osamu Takeuchi, in Chapter 7, looking at the impact of study abroad (SA) experience on L2

motivation from the Japanese university student perspective, investigating the effect that SA has on learner anxiety and self-efficacy. In Chapter 8, we move to China, and Mingyue (Michelle) Gu and Xiaoyuan (Doris) Qu utilize critical discourse analysis methods to explore the relationship between discourse construction and motivation construction with an emphasis on the impact of interpersonal relationships on motivation. In the next chapter (Chapter 9), Amol Padwad and Krishna Dixit give unique insight into L2 motivation from a teacher's perspective in the Indian context, exploring the effect of teachers' behavior on their own motivation. Qian-Mei Zhang (Chapter 10) continues with the theme of motivation from a teacher's perspective, investigating how activity theory can explain why seemingly motivated secondary school teachers in China lose their motivation and how they can regain it. In Chapter 11, Martin Lamb, Sri Puji Astuti, and Nilawati Hadisantosa report on what strategies Indonesian teachers use to motivate their students to study English. In Chapter 12, Nathanael Rudolph provides us with an understanding of the concept of poststructural theory and how it can be applied to foster L2 motivation among glocal communities of L2 learners in an increasingly globalized world. Finally, in Chapter 13, Apple and Da Silva question the definition of an ideal L2 self and plot a future trajectory for L2 motivation in an Asian context by proposing a spectrum of L2 motivation on a continuum that opposes polarizing absolutist and relativist theories and offers a universalist midway approach to L2 motivation.

One of the greatest strengths of this volume is that it brings together a collection of research on L2 motivation in relatively similar contexts with the aim to add weight and balance to a field of study that has until recently been dominated by studies carried out in Western contexts. However, the volume presents somewhat of a paradox. The book brings together a collection of chapters from Asian contexts and yet concomitantly encourages the reader to question whether it is indeed appropriate to group these different contexts under an Asian umbrella as it may be a false dichotomy (p. 235). The editors point out that the plural "contexts" in the book title is in reference to the many diverse teaching and learning situations that exist and that comprise each form of context (e.g., countries, cities, towns, and schools) even though there is reference made to L2 motivation in an "Asian context" (p. 3). The editors also acknowledge that the results from studies in this volume relating to Japan, Korea, China, and Taiwan have more similarities (p. 235) than those from South East Asian contexts and admit that the volume as a whole may "have raised more questions than answered" (p. 237).

Overall, however, I recommend this book to both theorists and practitioners as it aims to stimulate thought as well as provoke argument on the central topic of L2 selves and motivation from a “person in context” (Ushioda, 2013) view. Each chapter provides unique insight into the teaching and learning context in which the studies take place, enriching the entire body of L2 motivation research and reversing the flow of knowledge from the periphery to the center.

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***Practical Research Methods in Education: An Early Researcher’s Critical Guide*. Mike Lambert (Ed.). Abingdon, England: Routledge, 2019. xviii + 152 pp.**

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*Practical Research Methods in Education* provides students engaging in or considering postgraduate study a refresher course by revisiting concepts and methodology in education research. Current educators who are not considering postgraduate study might also gain a closer understanding of the ways to formally evaluate and critique their own work and that of others from this book. This book might also be of value to all educators who are undertaking research, as it provides succinct definitions of terms, questions to consider before and during research, and many quality references for a deeper understanding if needed. This book is particularly helpful in that along with clear, concise definitions of terms and their application, each of the 13 chapters also describes how the author applied various concepts

in real-world (as opposed to theoretical) research projects which have been published. This makes the book very accessible, especially in how the authors explain and apply concepts and terms in a way that not only allows teachers to understand but also allows them to see their relevance to their own contexts. Readers are introduced to a wide range of methods and approaches applicable to teaching contexts as well as research.

Each chapter follows a set format: (a) an introduction to the topic, (b) a general explanation of merits and limitations, (c) a general explanation of terms, (d) questions for the reader to reflect on, (e) a study where the author used one or more of the concepts introduced and discusses them, (f) a conclusion, and (g) a list of references and recommendations for further reading. This logical and consistent organization makes it easy to follow and find terms and information upon repeated readings. Furthermore, it provides many jumping-off points for readers to learn more about each of the topics, terms, theories, or research projects mentioned. Although every chapter might not be applicable to all language teaching contexts, I believe the following chapters would be quite helpful for the majority of language teachers and researchers.

Chapter 1, by Brendan Bartram, covers questionnaires, specifically different questionnaire types (online vs. written), question types (e.g., closed, tick-box, and open-ended), the merits and limitations of questionnaires, ethical considerations, an explanation of a study which used a questionnaire, ways to analyze the data, and questions to consider when deciding on how and when to use a questionnaire in research. Of particular interest were the discussions of question phrasing, the need for piloting, and ethical issues regarding how respondents might feel coerced into completion, as these issues are not always thoroughly detailed when questionnaire research is presented. Questionnaires are an achievable way for novice language researchers to begin conducting research because they require little statistical analysis and are easily applicable in classes given permission of the institution. This chapter provides an excellent way to begin to think about how to create your own questionnaire, the possible applications, and potential areas of difficulty and complications.

Chapter 2 focuses on the importance of interviews, which can provide additional insights and enrich quantitative research through the generation of qualitative data. This chapter mainly presents the definitions, differences, advantages, limitations, and applicable scenarios of structured interviews, semistructured interviews, unstructured interviews, and focus-group interviews. It also provides a personal overview of chapter

author Jo Winwood's research as well as advice on practical issues such as scheduling, note-taking, data analysis, and piloting. Interviews might also be an achievable way for novice language researchers to begin conducting research, as they also require little statistical analysis. They do, however, require more time and individual researcher effort than questionnaires.

Chapter 6 deals with using quantitative data, and Michael Jopling successfully demystifies the terms, their applications, and the importance of using quantitative data, and briefly deals with descriptive and inferential statistics. The author provides many terms and deftly defines them, but without specific numerical examples of each term it is easy for one term to blur into the next and for readers to become confused. Those readers looking for a simple overview of the terminology will be satisfied, while those looking for a deeper understanding of quantitative data best look in other places. Luckily, Jopling has provided recommended reading for more information on quantitative data, which will most likely be a good place to start for those interested readers.

Chapter 12 provides key definitions and characteristics of case studies. Issues relating to collecting samples, combining methods, data gathering, trustworthiness and validity, and ethics are discussed by Tunde Rozsahegyi. Overall, a pragmatic but critical overview is provided of issues that a researcher is likely to meet when planning, conducting, and evaluating case-study research. In this chapter, the author explores her experiences with a case study, which helps illustrate the limitations of case studies and how they can offer personal interpretations and practical knowledge rather than certainties.

Lastly, Chapter 13 details the history, the main researchers of, and the overriding purpose of grounded-theory research, which is to obtain organized, believable ideas and concepts from practical investigation. The examples of grounded-theory research in education might be new for readers with a language-teaching background. Based on the work of Glaser and Strauss (1967), Lambert also suggests that researchers should begin with the collection of data without taking published literature into account; afterwards, theory can be drawn from the data; and lastly, the derived theory can be applied to already published ideas. This is atypical to the traditional way research is conducted (to over-simplify, first with a literature review, then an idea or theory to research, followed by data collection, and then data analysis). Lambert's introduction to a grounded-theory approach might motivate researchers who prefer more creativity or flexibility or who are hesitant or intimidated by the breadth of literature to tackle.

The remaining chapters in the book cover a range of methods (e.g., observations, Chapter 3; Q-methodology, Chapter 9; and ethnography, Chapter 11), materials (e.g., video, Chapter 5; documents, Chapter 7; and texts, Chapter 8), as well as participant contexts such as involving children in Chapters 4 and 10.

This book is similar in the vein of the popular *How Languages are Learned* (Lightbown & Spada, 2013) in that it is written in a highly accessible way for readers of multiple backgrounds, provides excellent definitions of terms, and includes references for other literature to read for more useful and detailed information. Although the introductory, general, and broad scope of the book means that teachers and researchers looking for in-depth discussions and information will not find it very helpful, every chapter is well-written, thoroughly explained, and will be of use to novice researchers, those considering postgraduate studies, those needing concise and clear term definitions, and those looking to expand their research knowledge from second language acquisition to education in general.

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## ***Metalinguistic Awareness and Second Language Acquisition.***

**Karen Roehr-Brackin. New York, NY: Routledge, 2018. x + 156 pp.**

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This book is a part of the Cognitive Science and Second Language Acquisition (CS&SLA) series, which provides a holistic overview of concepts and findings in cognitive science and second language acquisition. In this book, Karen Roehr-Brackin gives a comprehensive introduction to the theme

of metalinguistic awareness in seven chapters. This book aims to cover a broad range of studies on metalinguistic awareness with both theoretical and empirical views.

Chapter 1 goes over the relevant terminology and definitions. The main concept, metalinguistic knowledge, is defined as “knowledge about language” (p. 1), and it “includes knowledge of general principles applicable to more than one language” (pp. 1-2). Metalinguistic ability is defined as “the capacity to use knowledge about language as opposed to the capacity to use language” (p. 2). Metalinguistic awareness is explained as “attentional focus [on] the domain of knowledge that describes the explicit properties of language” (p. 2).

Chapter 2 gives an overview of how metalinguistic awareness is facilitated by different factors. Firstly, the age factor is discussed with an overview of human cognitive development. The author mentions four phases of metalinguistic development: (1) the acquisition of first linguistic skills, (2) the acquisition of epilinguistic control (nonconscious behavior), (3) the acquisition of metalinguistic awareness, and (4) the automatization of metaprocesses. Secondly, literacy influence is examined through studies that compare literate adults or children and illiterate individuals. Thirdly, the influence of bilingualism is discussed. The author reviews a series of studies that compare monolinguals and bilinguals, and experienced and inexperienced bilinguals. In these studies, bilinguals tended to perform better on more cognitively challenging tasks. The author argues that selective use of multiple languages leads to higher executive control, making bilinguals less likely to be distracted by unnecessary information.

Chapter 3 covers studies on metalinguistic awareness in language education. The author opens by mentioning the underlying benefits and complexity of multilingual education. Several projects that aimed to develop metalinguistic awareness through multilingual education are introduced. One example is Hawkins’s (2005) two-stage approach that aimed to initially develop linguistic awareness in the earlier stage of language education, and then in the later stage, affect instrumental purpose (e.g., study for career development). Another project, Springboard to Languages, aimed to facilitate students’ metalinguistic awareness through teaching Esperanto based on the hypothesis that teaching Esperanto, whose linguistic structure is regular and transparent, will foster metalinguistic awareness. Next, the author discusses issues in the primary-school setting. In a study focused on children’s notice and repair, children’s metalinguistic awareness was enhanced through teacher-led discussions. Based on relevant studies, the

author concludes that explicit instruction and form-focused activities are beneficial for children as young as 7 or 8 years old.

Chapter 4 reviews a theoretical overview of metalinguistic awareness as explicit knowledge. The author first mentions different views on the relationship between implicit and explicit knowledge: noninterface, strong interface, and weak-interface positions. The author explains that the weak-interface position is broadly adopted in current SLA research and argues that the two concepts, while separable and distinct, can interact with each other indirectly. In the second part, the author defines noticing as detection with focal attention accompanied by awareness, which can be divided into three levels: perception, noticing or focal awareness, and understanding. She also remarks that attention (characterized by alertness, orientation, and detection) is distinct from consciousness and awareness. As for the pedagogy of grammar, she compares the usage-based approach, which is flexible and contextualized, and explicit metalinguistic knowledge, which is stable and context independent. In the third part, the author discusses learning difficulty. She describes various factors of implicit and explicit learning difficulty such as frequency, salience, redundancy, complexity, and technicality. In the fourth part, the relationship between language learning aptitude and metalinguistic awareness is discussed. It is suggested that the two factors are closely related, that they partially overlap, and that aptitude influences metalinguistic awareness.

In Chapter 5, Roehr-Brackin summarizes empirical evidence of metalinguistic awareness as explicit knowledge and/or learning. Firstly, she examines the effectiveness of explicit and implicit instruction through comparing focus on form (FonF), focus on forms (FonFS), and focus on meaning (FonM). The research shows several grammatical aspects are compatible with focus on forms instruction: “strong verbs, word order, modal expressions, adjective endings, prepositions, use of tenses, and relatives” (p. 98). However, it is noted that focus on forms is more beneficial for advanced learners, and its effectiveness can vary depending on L2 exposure and individual differences. The author then examines how explicit knowledge relates to L2 achievement and use. Various studies have shown that metalinguistic knowledge and L2 proficiency positively correlate, albeit the correlation coefficients varied. It is also suggested that several factors, such as language learning aptitude, can intervene. As for other factors, studies on cognitive processing suggested that time pressure and prototypicality affect access to metalinguistic knowledge; prototypical uses are more automatized. In the final part, the roles of learners and input variables are discussed. In

the summary of several studies that examined the relationship between metalinguistic awareness and learning aptitude, the author suggested that acquisition of metalinguistic knowledge is somewhat predicted by aptitude. At the same time, studies indicate that explicit knowledge enables learners to take a top-down or deductive approach, which can moderate aptitude disadvantages.

In Chapter 6, measurement of metalinguistic awareness is discussed by looking at various tests and self-reports. As for the grammaticality judgment task (GJT), it is suggested that timed GJTs attract more reliance on implicit knowledge, while untimed GJTs allow more access to explicit knowledge. However, Roehr-Brackin points out that unclear separation of explicit and implicit knowledge can be a drawback. Although error correction and rule illustration can be better alternatives, they also have issues that need to be addressed; error correction can be completed with implicit knowledge, and rule illustration is demanding for those who cannot verbalize rules. The author suggests self-report as another way of measuring metalinguistic knowledge, with learners indicating their level of awareness and use of metalinguistic knowledge. Next, metalinguistic awareness in children and adults with low levels of education is discussed. In measuring children's analytical knowledge, tasks that require detection, extraction, or articulation of linguistic structures can be used, error correction tasks being one example. In measuring children's control of processing, tasks that distract attention from meaning can be used. As for adult learners with low levels of literacy or limited education, possibilities include measurement of phonological awareness, lexical and semantic awareness, or textual and discourse awareness. Lastly, the author introduces some ways of measuring executive function. Tasks should be designed to test respondents' ability to select relevant information and respond, without being affected by irrelevant information. Examples are the Simon task, the flanker task, and the Attentional Network Task.

Chapter 7 concludes the book with a summary of the main points and insight into future research. The author mentions that two perspectives had been described: a cognitive-developmental perspective and an implicit-explicit perspective. It is also noted that there are facilitative factors such as bilingualism, working memory, aptitude, and metalinguistic awareness and the notion that implicit and explicit can influence each other. As for future research, the author suggests more research into a broader population including bilingual children and adults with low levels of education, comparisons between naturalistic and instructed acquisition, and

investigations of how aptitude and cognitive styles influence metalinguistic awareness.

This book will be particularly useful for researchers, including ones new to issues in metalinguistic awareness. The author summarizes a series of studies on each topic and organizes them in a way that readers can follow the history of studies and the emerging views on each issue. In Chapters 4, 5, and 6, Roehr-Brackin explains how studies are designed to measure metalinguistic awareness and examines their validity with regard to their limitations. Such details will be especially helpful for researchers and educators who expect to design studies in this field. While this book is well organized in summarizing the empirical theories and evidence, it is less clear in providing pedagogical applications in language education. Chapter 3 mainly deals with metalinguistic awareness in education, and Chapter 5 also examines the effectiveness of both explicit and implicit instruction. However, as this is still an ongoing area of investigation, it can be a challenge to draw implications on how exactly classrooms can be designed to foster metalinguistic awareness or balance explicit and implicit teaching, both of which have advantages and disadvantages. Overall, this book is a good introduction to the topics of metalinguistic awareness and is a useful resource for researchers.

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